

Duncan Chapel Elementary

210 Duncan Chapel Road
Greenville, South Carolina 29617

Grades	K-5 Elementary School	
Enrollment	643 Students	
Principal	Regenia McClain	864-355-2700
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	45	38	3	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 22 out of 23 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	No

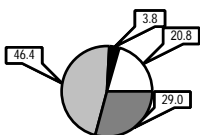
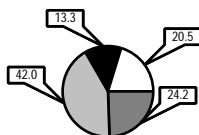
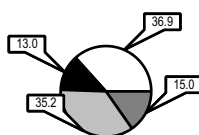
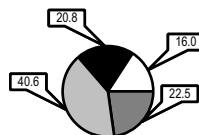
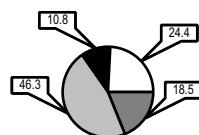
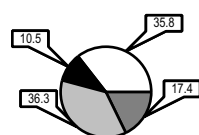
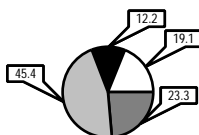
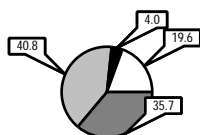
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	323	99.7	20.5	46.6	29.1	3.8	47.6	Yes	Yes
Gender									
Male	168	99.4	22.9	47.7	26.1	3.3	43.1		
Female	155	100.0	18.0	45.3	32.4	4.3	52.5		
Racial/Ethnic Group									
White	192	100.0	15.0	45.6	35.0	4.4	56.7	Yes	Yes
African American	85	100.0	36.1	47.2	16.7	0.0	25.0	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	42	97.6	19.4	50.0	22.2	8.3	44.4	I/S	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	264	99.6	13.6	48.1	33.6	4.7	55.3		
Disabled	59	100.0	49.1	40.4	10.5	0.0	15.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	323	99.7	20.5	46.6	29.1	3.8	47.6		
English Proficiency									
Limited English Proficient	31	100.0	25.9	55.6	11.1	7.4	37.0	I/S	I/S
Non-Limited English Proficient	292	99.7	20.0	45.7	30.9	3.4	48.7		
Socio-Economic Status									
Subsidized meals	172	99.4	30.3	50.3	16.6	2.8	33.8	Yes	Yes
Full-pay meals	151	100.0	10.9	42.9	41.5	4.8	61.2		

Mathematics – State Performance Objective = 36.7%									
All Students	323	99.7	20.5	42.0	24.2	13.3	54.3	Yes	Yes
Gender									
Male	168	99.4	21.4	39.6	23.4	15.6	51.9		
Female	155	100.0	19.4	44.6	25.2	10.8	56.8		
Racial/Ethnic Group									
White	192	100.0	12.8	42.2	27.2	17.8	64.4	Yes	Yes
African American	85	100.0	38.9	38.9	20.8	1.4	30.6	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	42	97.6	24.3	48.6	13.5	13.5	48.6	I/S	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	264	99.6	16.1	41.5	27.1	15.3	60.6		
Disabled	59	100.0	38.6	43.9	12.3	5.3	28.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	323	99.7	20.5	42.0	24.2	13.3	54.3		
English Proficiency									
Limited English Proficient	31	96.8	29.6	51.9	11.1	7.4	40.7	I/S	I/S
Non-Limited English Proficient	292	100.0	19.5	41.0	25.6	13.9	55.6		
Socio-Economic Status									
Subsidized meals	172	99.4	28.8	46.6	18.5	6.2	39.7	Yes	Yes
Full-pay meals	151	100.0	12.2	37.4	29.9	20.4	68.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	323	99.7	36.6	35.3	15.1	13.0	28.1
Gender							
Male	168	99.4	34.6	35.3	16.3	13.7	30.1
Female	155	100.0	38.8	35.3	13.7	12.2	25.9
Racial/Ethnic Group							
White	192	100.0	27.8	34.4	20.0	17.8	37.8
African American	85	100.0	55.6	41.7	1.4	1.4	2.8
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	42	97.6	44.4	27.8	16.7	11.1	27.8
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	264	99.6	30.6	37.0	17.0	15.3	32.3
Disabled	59	100.0	61.4	28.1	7.0	3.5	10.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	323	99.7	36.6	35.3	15.1	13.0	28.1
English Proficiency							
Limited English Proficient	31	100.0	48.1	29.6	14.8	7.4	22.2
Non-Limited English Proficient	292	99.7	35.5	35.8	15.1	13.6	28.7
Socio-Economic Status							
Subsidized meals	172	99.4	51.0	35.9	8.3	4.8	13.1
Full-pay meals	151	100.0	22.4	34.7	21.8	21.1	42.9

Social Studies							
All Students	323	99.7	15.8	40.8	22.6	20.9	43.5
Gender							
Male	168	99.4	17.6	35.9	20.3	26.1	46.4
Female	155	100.0	13.7	46.0	25.2	15.1	40.3
Racial/Ethnic Group							
White	192	100.0	10.0	39.4	24.4	26.1	50.6
African American	85	100.0	30.6	43.1	18.1	8.3	26.4
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	42	97.6	13.9	44.4	22.2	19.4	41.7
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	264	99.6	11.9	40.4	24.7	23.0	47.7
Disabled	59	100.0	31.6	42.1	14.0	12.3	26.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	323	99.7	15.8	40.8	22.6	20.9	43.5
English Proficiency							
Limited English Proficient	31	100.0	14.8	48.1	18.5	18.5	37.0
Non-Limited English Proficient	292	99.7	15.8	40.0	23.0	21.1	44.2
Socio-Economic Status							
Subsidized meals	172	99.4	24.8	42.8	20.0	12.4	32.4
Full-pay meals	151	100.0	6.8	38.8	25.2	29.3	54.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	105	100.0	13.3	32.7	52.0	2.0	54.1
	4	114	100.0	20.8	37.7	36.8	4.7	41.5
	5	98	100.0	19.6	53.6	25.8	1.0	26.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	106	99.1	14.4	33.0	45.4	7.2	52.6
	4	99	100.0	20.2	56.2	22.5	1.1	23.6
	5	118	100.0	26.4	50.9	19.8	2.8	22.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	105	100.0	12.2	44.9	32.7	10.2	42.9
	4	114	100.0	19.8	40.6	21.7	17.9	39.6
	5	98	100.0	24.7	48.5	15.5	11.3	26.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	106	100.0	6.1	43.9	29.6	20.4	50.0
	4	99	99.0	22.5	37.1	30.3	10.1	40.4
	5	118	100.0	32.1	44.3	14.2	9.4	23.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	106	99.1	26.8	41.2	24.7	7.2	32.0
	4	99	100.0	39.3	42.7	10.1	7.9	18.0
	5	118	100.0	43.4	23.6	10.4	22.6	33.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	106	99.1	4.1	34.0	27.8	34.0	61.9
	4	99	100.0	15.7	44.9	22.5	16.9	39.3
	5	118	100.0	26.4	43.4	17.9	12.3	30.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 643)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.2%	Up from 3.0%	3.1%	3.0%
Attendance rate	96.5%	Down from 96.6%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.6%	Up from 1.3%	4.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.3%	Down from 1.0%	3.6%	3.2%
Eligible for gifted and talented	17.3%	Down from 22.7%	14.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.3%	Up from 10.1%	9.0%	8.2%
Older than usual for grade	1.2%	Up from 0.5%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	63.4%	Up from 53.8%	53.8%	52.6%
Continuing contract teachers	80.5%	Down from 97.4%	86.4%	83.3%
Highly qualified teachers	95.0%	Down from 97.2%	92.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.2%	Down from 90.5%	88.2%	87.0%
Teacher attendance rate	94.3%	Down from 96.2%	95.1%	95.0%
Average teacher salary	\$44,414	Down 1.1%	\$41,747	\$41,703
Prof. development days/teacher	10.2 days	Up from 9.3 days	13.1 days	12.8 days
School				
Principal's years at school	8.0	Up from 7.0	5.5	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.4 to 1	18.8 to 1	18.8 to 1
Prime instructional time	88.1%	Down from 90.9%	89.8%	89.8%
Dollars spent per pupil*	\$5,810	Down 2.1%	\$6,144	\$6,242
Percent of expenditures for teacher salaries*	67.2%	Up from 66.4%	66.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Duncan Chapel Mission is:

To enable all students to become contributing members in a global society empowered with skills, knowledge, and values necessary to meet the challenges of a changing world.

School-wide accomplishments include:

Red Carpet Award from the State Department of Education

Participation in the Standards in Practice Model

Implementation of "Baldrige" model for Quality Students

2004-2005 District "Teacher of the Year" (Brenda Kuhfuss)

Our School Portfolio Team developed goals, objectives and strategies for our students for 2005-06. Two goals were selected as the highest priority for improvement in 2005-06 based on test scores and surveys. Two desired results for student learning are:

Ensure that all students demonstrate mastery of high academic standards and real world tasks to close gaps in achievement.

Improve public understanding and support that nurtures parental, community, and volunteer involvement.

Regenia McClain, Principal

Pam McCauley, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	110	59
Percent satisfied with learning environment	94.4%	82.7%	87.9%
Percent satisfied with social and physical environment	100.0%	69.4%	89.7%
Percent satisfied with school-home relations	78.8%	86.4%	71.4%

*Only students at the highest elementary school grade level at this school and their parents were included.